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ABSTRACT

This document contains eight lesson plans for a beginning course in work-related English for non-English or limited-English speaking entry-level employees in the hotel and hospitality industry. Course objectives include the following: helping participants understand and use job-specific vocabulary; receive and understand job-related instructions; communicate with customers on a basic level; and understand and follow corporate policies and procedures. Lessons, which consist of objectives, materials needed, methodology, and student handouts, cover the following topics: (1) names; (2) introductions and writing names; (3) reading and printing the letters l, t, i, h, and f, and identifying items in a hotel bedroom; (4) reading and printing letters e, v, w, a, x, and identifying items in a hotel bathroom; (5) reviewing new vocabulary and English skills, adding to work-related vocabulary, and reading and printing letters y, m, n, z, k; (6) relating vocabulary to actual items from a hotel room, adding to work-related vocabulary, and reading and printing letters o, q, c, g, s; (7) reinforcing skills; reacting to a fire, applying letter sounds to beginning sounds of words, and reading and printing letters u, j, d, p, b, r; and (8) identifying items on a cleaning cart, becoming confident with skills learned, and developing vocabulary using picture dictionaries. A posttest concludes the course. (KC)

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ED 426 250

ESL FOR HOTEL / HOSPITALITY INDUSTRY

LEVEL: BEGINNER

WESTERN SUFFOLK BOCES
WORKPLACE LITERACY PROGRAM

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PROGRAM OVERVIEW

INTRODUCTION

Demographic studies have indicated an influx of immigrants who now make up the majority of the entry-level workforce in the hotel / hospitality industry. These limited or non-English speaking people fill positions such as housekeepers, laundry people, dishwashers, porters, etc., jobs that are menial and repetitive and offer no path to promotion or job security. The workers are unable to receive verbal directions or communicate with fellow employees or patrons. The purpose of this curriculum is to give the housekeeping staff the skills needed to do their job more effectively and to be able to communicate with customers and supervisors.

OBJECTIVES

The participants in this course were totally unresponsive to any English communication. They could not differentiate their first name from their last, could not give their address or phone number, or receive verbal instructions. They learned their jobs through constant repetition of what they were shown and could not put words to hotel fixtures such as beds, pillows, toilets, etc.. Basic communication between them and patrons was nonexistent. Management wanted these workers to be responsive, be able to react appropriately in case of emergency and to be more reliable as employees. As a result of this program, participants will be able to:

- understand and use job specific vocabulary,
- receive and understand job related instructions,
- communicate with customers on a basic level,
- understand and follow corporate policies and procedures.

SOURCE MATERIALS

Pictorial handouts were taken from "The Basic oxford Picture Dictionary" by Margot F. Gramer and "Spanish Picture Dictionary", by Angela Wilkes.

LESSON 1

OBJECTIVES

At the end of this lesson students will be able to:

- distinguish between their first and last names,
- distinguish between my name and your name,
- make introductions and greet hotel guests.

MATERIALS NEEDED

Flash cards containing students' complete, first and last names and phrases such as "my name is", "how are you", "thank you", etc..

METHODOLOGY

1. Greet students as they enter with "good morning (name), how are you?".
2. Show flash card "my name is", pointing to each word as spoken and give my name. Have students point and say my name is phrase and then add their name.
3. Give students 2 cards, 1 with their first name, the other with their last and teach the difference. Review by mixing up cards and having students put them in the correct order.
4. Teach greetings "hello", "good morning" and "good afternoon" in similar fashion and constantly review.
5. Teach "how are you" and appropriate answers such as "I am fine thank you".
6. Have students role play making introductions and greeting guests.

LESSON 2

OBJECTIVES

At the end of this lesson students will be able to:

- be more confident in making introductions and greeting guests,
- know how to write their name.

METHODOLOGY

1. Review lesson 1 using flash cards and role play.
2. Show each student their printed name and have students trace and print each letter.
3. Have students practice printing entire name reinforcing first and last concept.

Example!

Maria Diaz

M
a
r
i
a
D
i
a
z

LESSON 3

OBJECTIVES

At the end of this lesson students will be able to:

- to read and print the letters L, T, I, H, F, upper and lower case,
- identify items in a hotel bedroom.

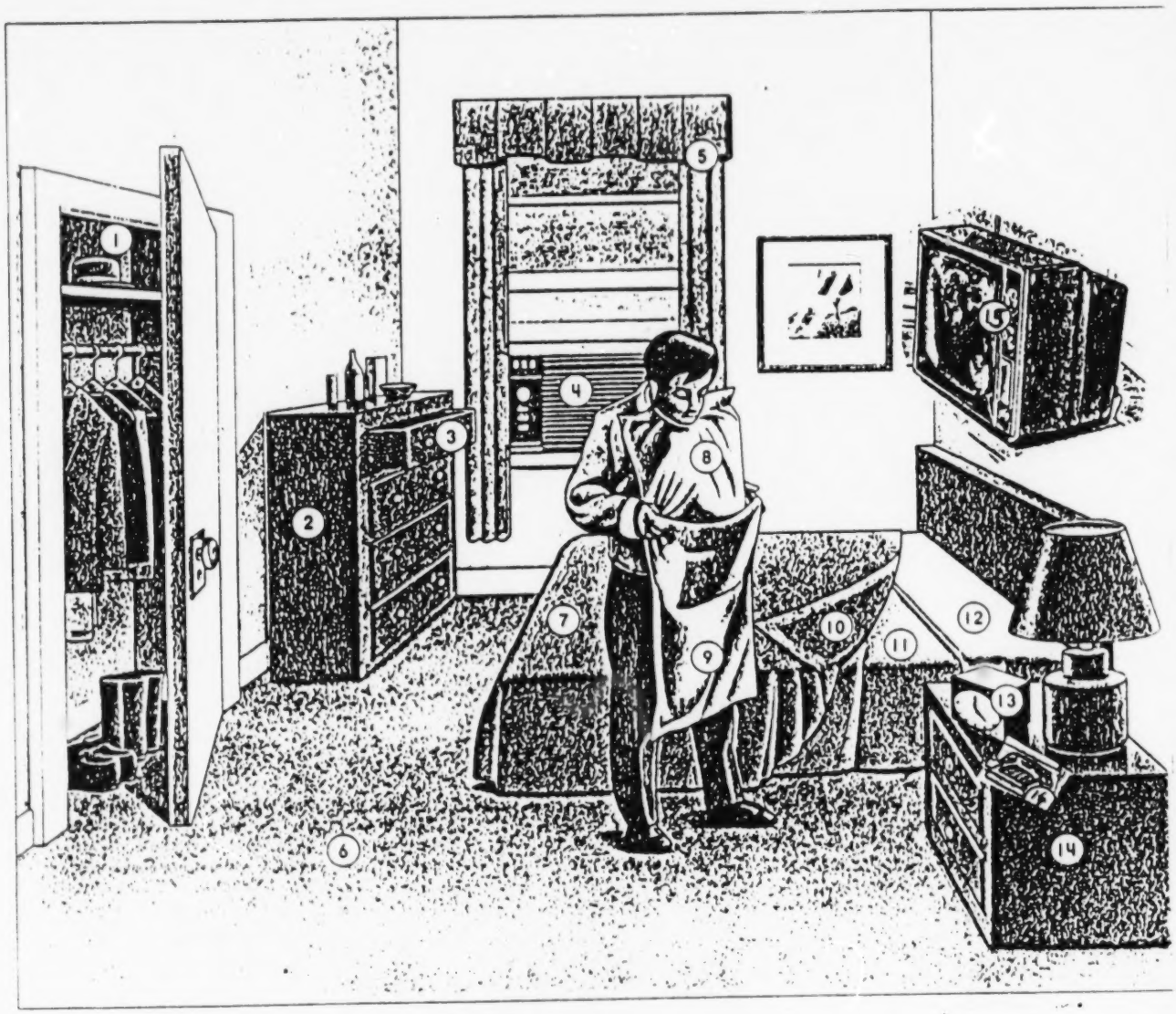
MATERIALS NEEDED

Flash cards using vocabulary from handout A Bedroom, picture of item and corresponding word on one set and just word on another.

METHODOLOGY

1. Reinforce and review lesson 1 by greeting students as they enter with "good morning (name), how are you?" Obtain correct response and have students practice if necessary.
2. Have students write their names in different order to reinforce first, last and whole name.
3. Using handouts Trace and Trace and Copy, introduce letters, L, T, I, H, and F distinguishing between upper and lower cases and have students trace and copy letters. Have students repeat sounds of letters.
4. Using handout A Bedroom, and flash cards, identify each item pictured and corresponding word.
5. Mix up flash cards and have students pick a card and identify item on card. If correct, student keeps the card, if not the card is put back. Student with the most cards at the end wins. Work first with the picture and word, advancing to just the word if capable.

A Bedroom



1. closet
2. dresser / bureau
3. drawer
4. air conditioner
5. curtains
6. carpet
7. bed
8. pillow
9. pillowcase
10. bedspread
11. blanket
12. sheets
13. alarm clock
14. night table
15. television / TV
16. telephone
17. clock radio
18. night table
19. lamp

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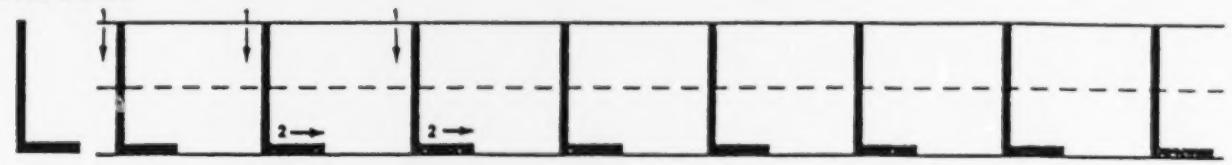
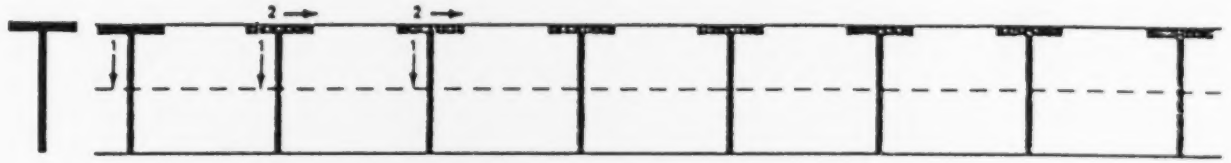
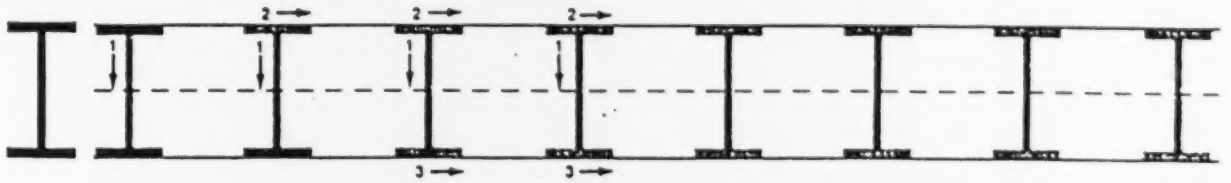
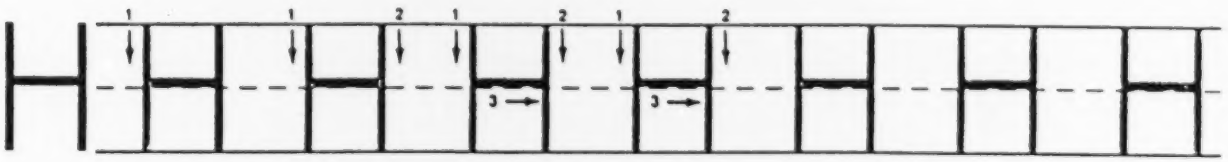
UPPER CASE LETTERS

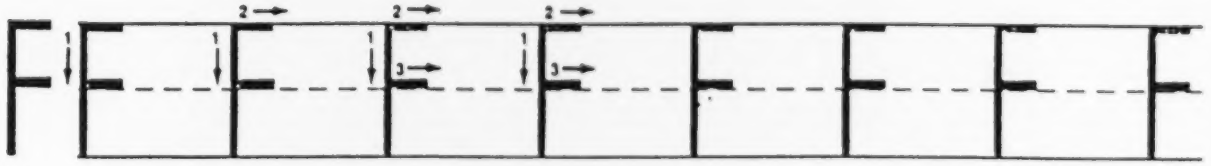
TRACE.











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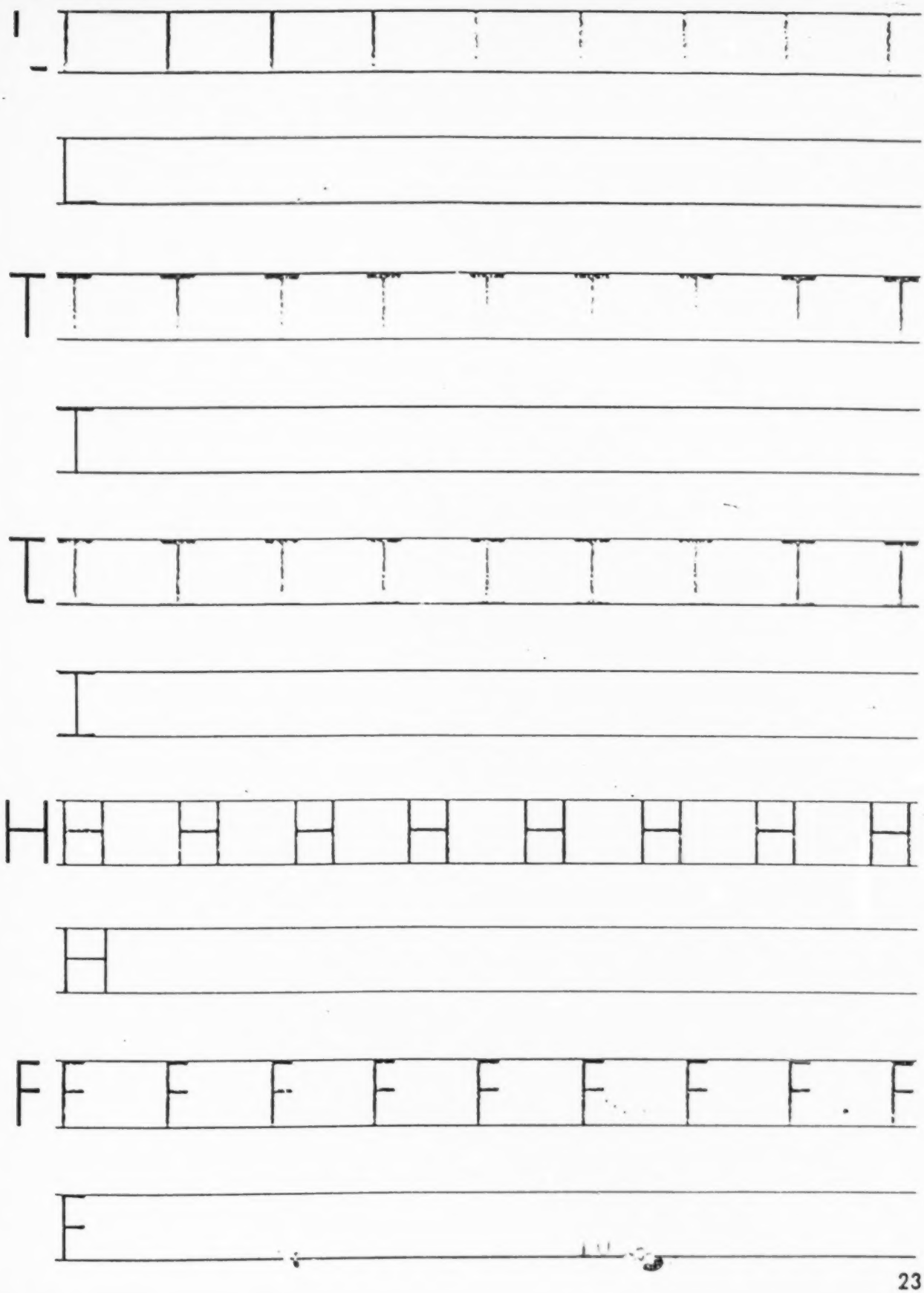
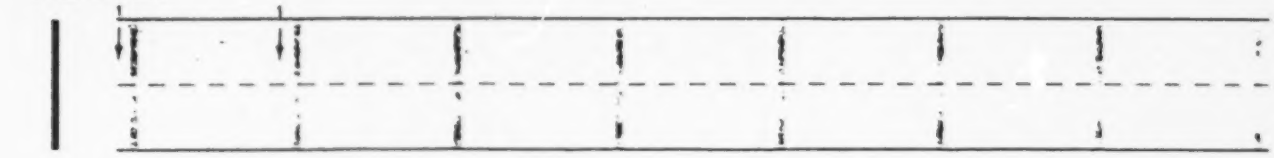
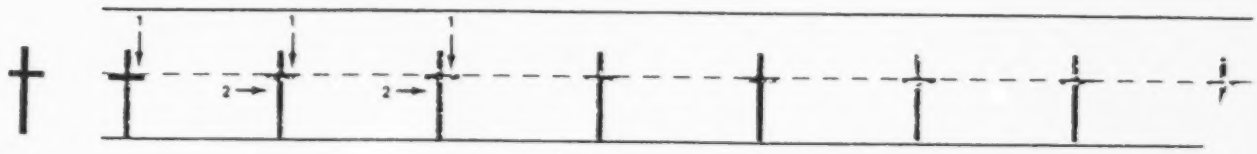


LOWER CASE LETTERS

TRACE.





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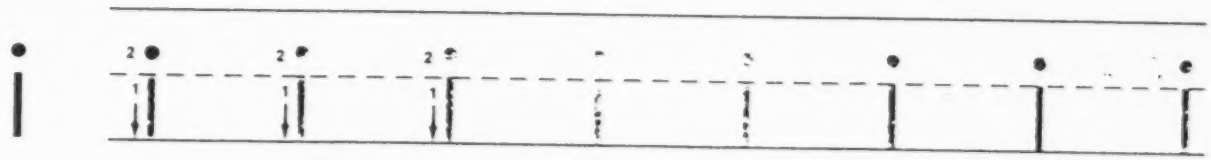

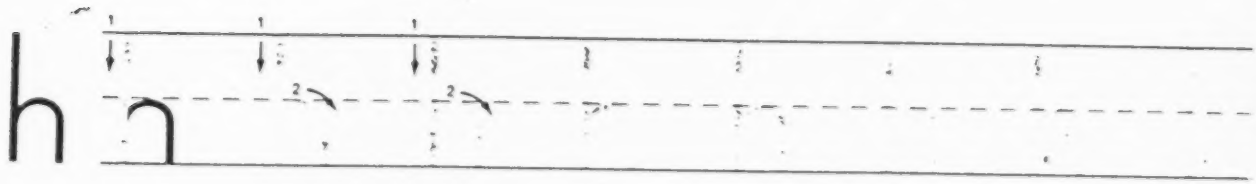

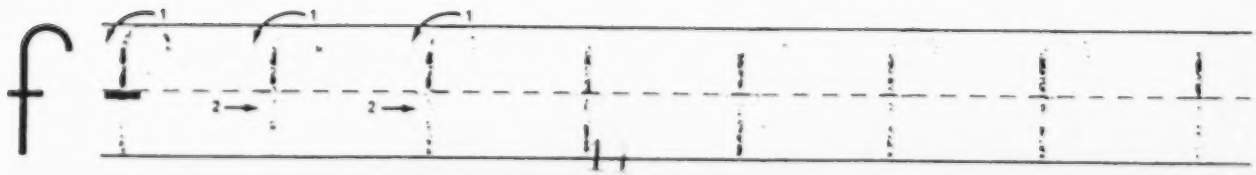

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LESSON 4

OBJECTIVES

At the end of this lesson students will be able to:

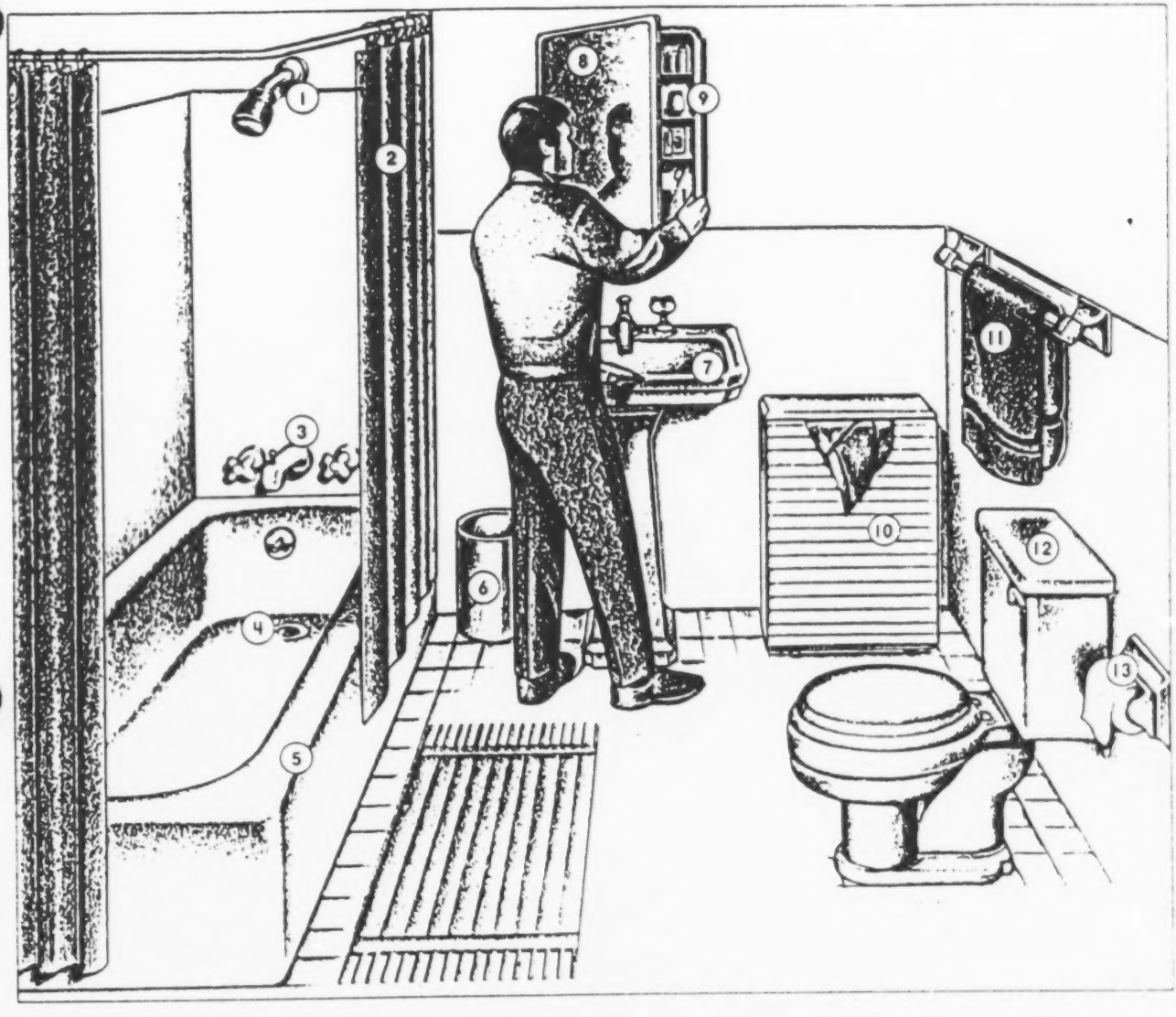
- read and print letters E, V, W, A, X upper and lower case,
- identify items in a hotel bathroom.

MATERIALS NEEDED

Flash cards using vocabulary from handout A Bathroom, a picture of the item and corresponding word on 1 set, just the word on another.

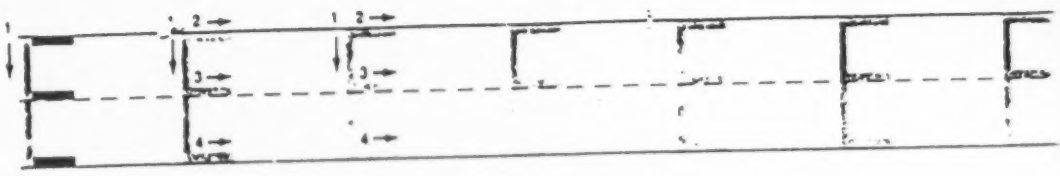
METHODOLOGY

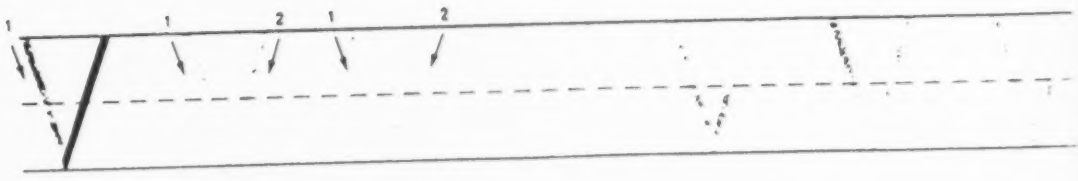
1. Review and reinforce concepts from previous lessons. Practice and role play as needed.
2. Using handouts Trace and Trace and Copy, introduce letters E, V, W, A, and X distinguishing between upper and lower cases. Have students trace and copy letters and say the sounds of the letters.
3. Using handout A Bathroom and flash cards, identify items and corresponding words.
4. Mix up flash cards and have students pick a card and identify item on card. Play same game as played in last lesson.
5. Review flash cards of a bedroom. Mix cards from both rooms and have students separate them according to type of room.

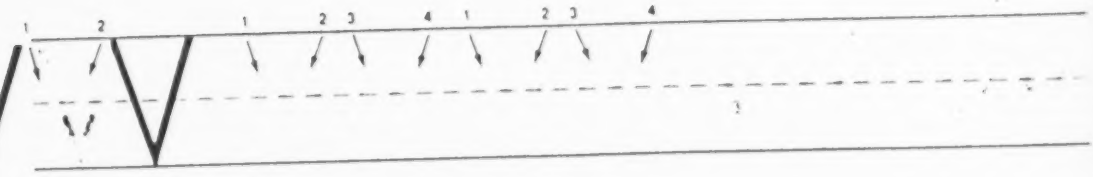


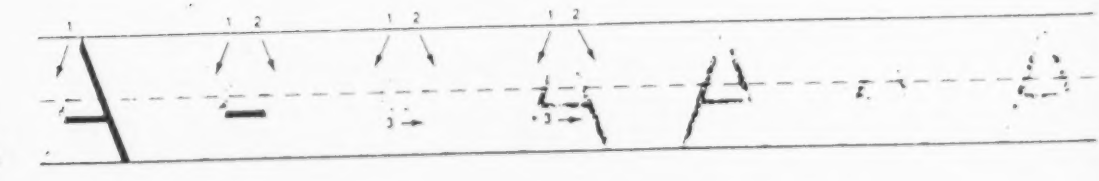
1. shower
2. shower curtain
3. faucet
4. drain
5. bathtub
6. wastebasket / garbage pail
7. sink
8. mirror
9. medicine chest / medicine cabinet
10. hamper
11. towel
12. toilet
13. toilet paper

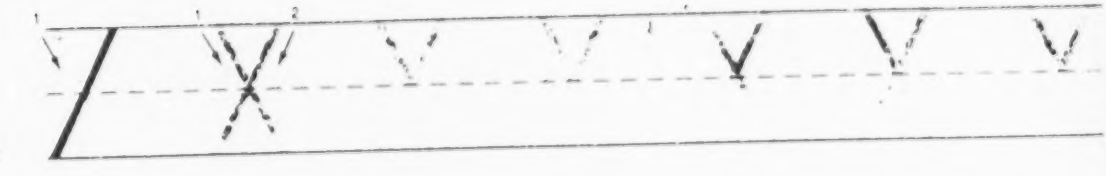
TRACE.

E 

V 

W 

A 

X 

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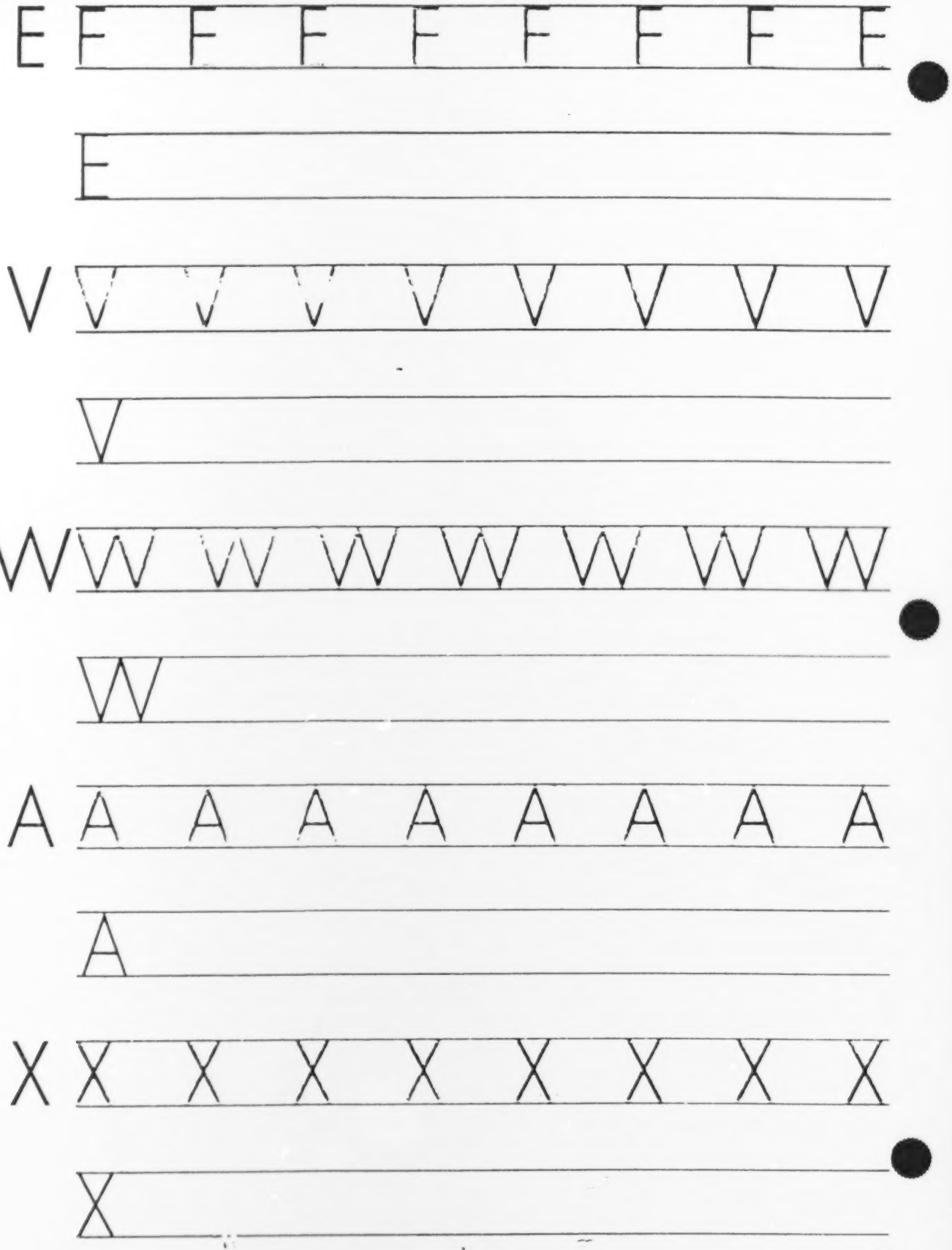

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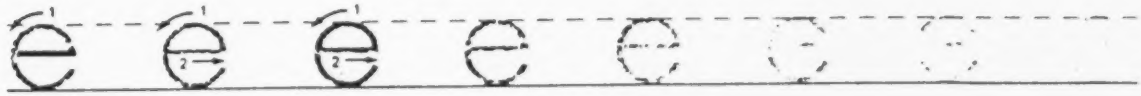
e 

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LESSON 5

OBJECTIVES

The beginner ESL population requires much more review to reinforce skills learned in previous lessons. At the end of this lesson students will be able to:

- be more secure with their new vocabulary and English skills,
- add to their work related vocabulary,
- read and print letters Y, M, N, Z, K, upper and lower case.

MATERIALS NEEDED

Flash cards with new vocabulary word: sleep, wash, clothes, suitcase, hot, cold, water, light bulb, light switch, etc..

METHODOLOGY

1. Review greetings and introductions and all flash cards. Mix up flash cards and have students pick and identify cards and separate according to room type.
2. Identify new words as related to the purpose of items already learned; create additional flash cards as needed if additional vocabulary is added to lesson.
3. Have students review letters previously learned; practice writing ad saying their name and sounds.
4. Using handouts Trace and Trace and Copy, introduce letters Y, M, N, Z, and K, upper and lower case. Have students trace and copy letters and say their sounds.

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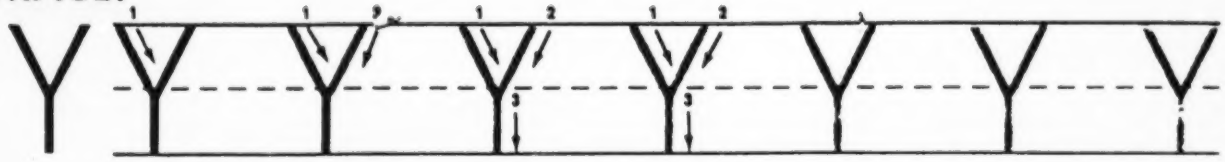

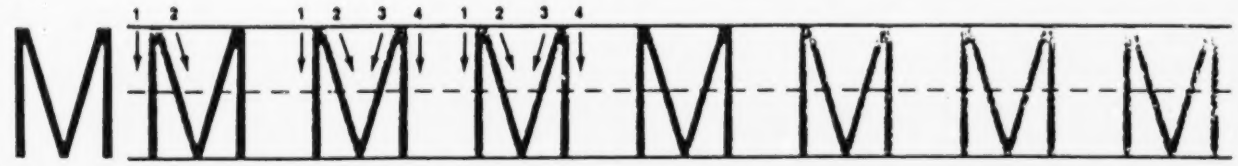

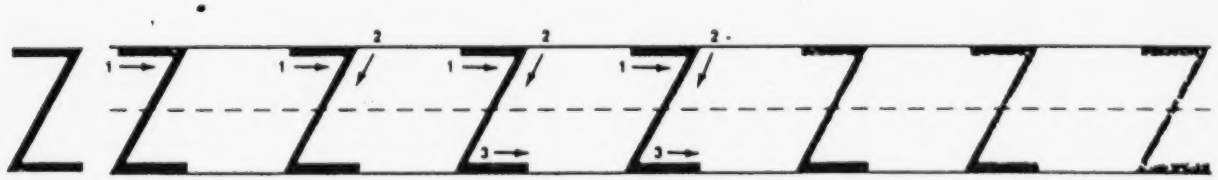

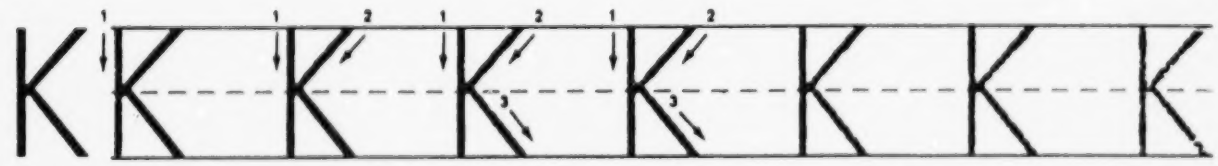

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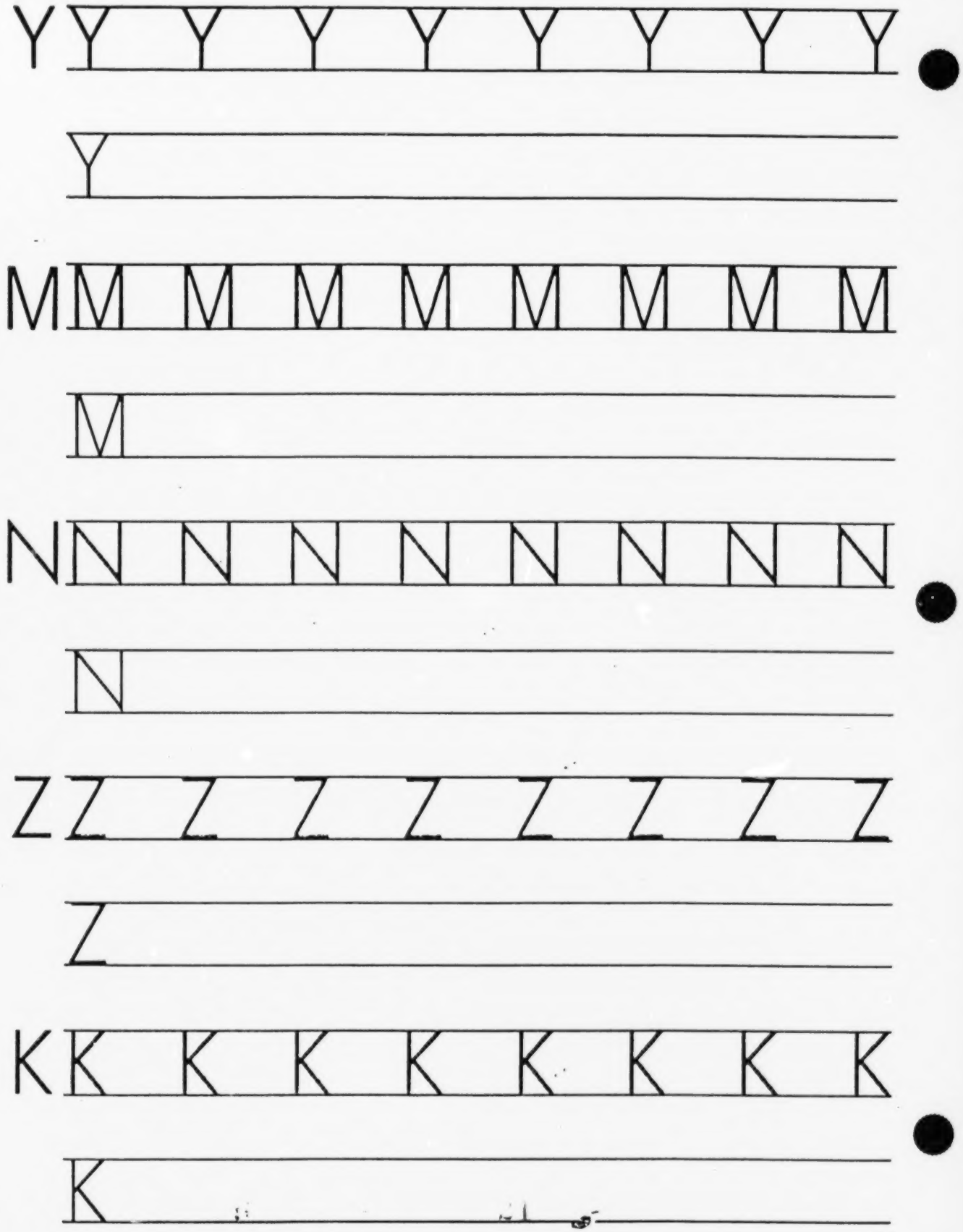

TRACE.

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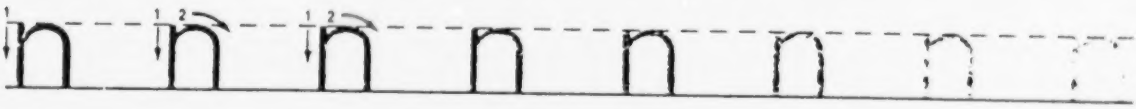
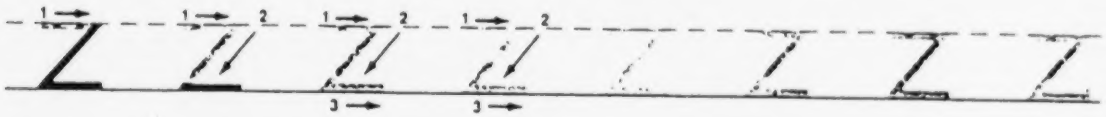
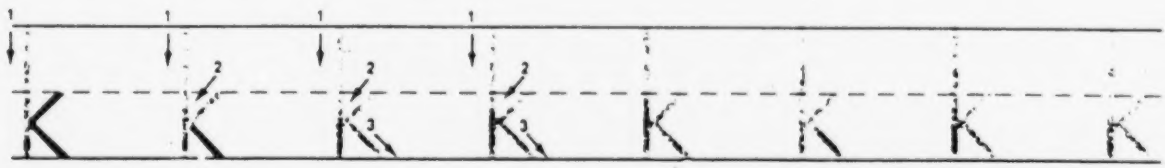
n 

z 

k 

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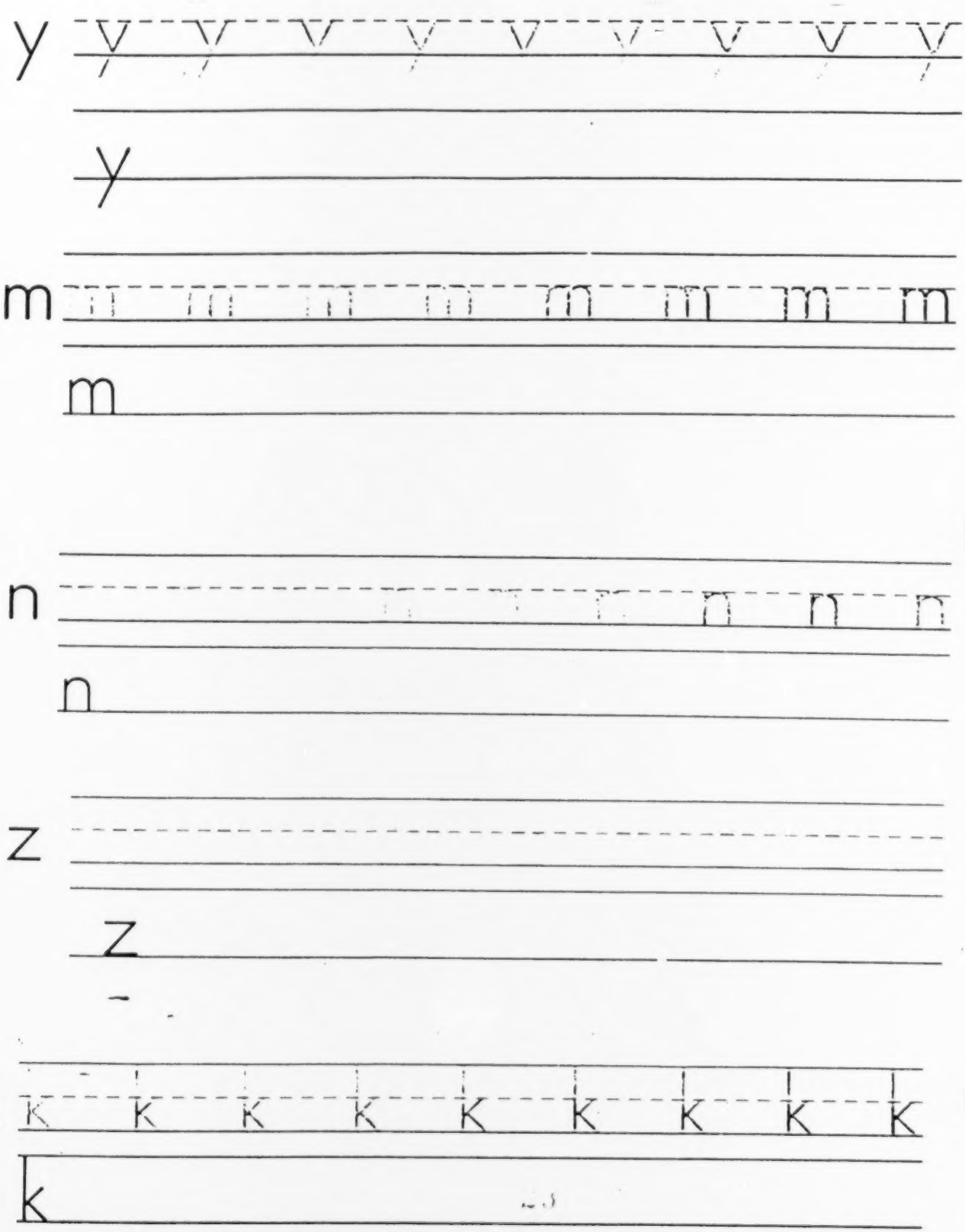


LESSON 6

OBJECTIVES

At the end of this lesson students will be able to:

- relate vocabulary to actual items from a hotel room,
- add to their work related vocabulary,
- read and print letters O, Q, C, G, S, upper and lower cases.

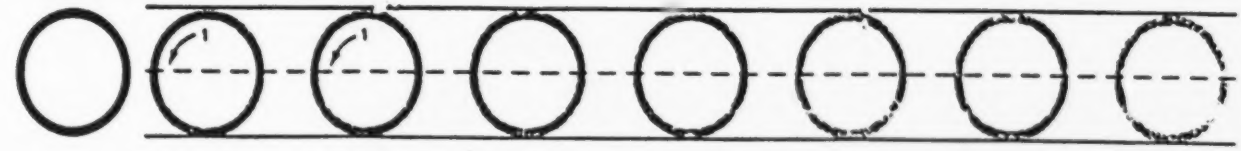
MATERIALS NEEDED

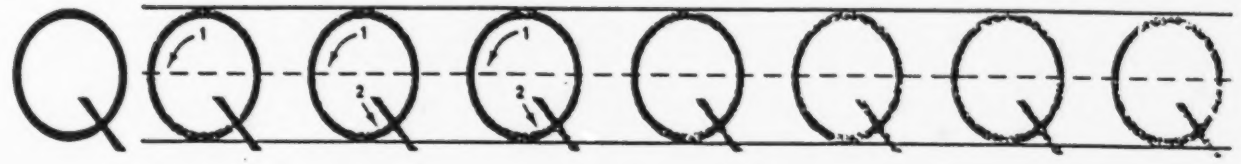
Access to a hotel room
Flash cards to add additional vocabulary words as needed.

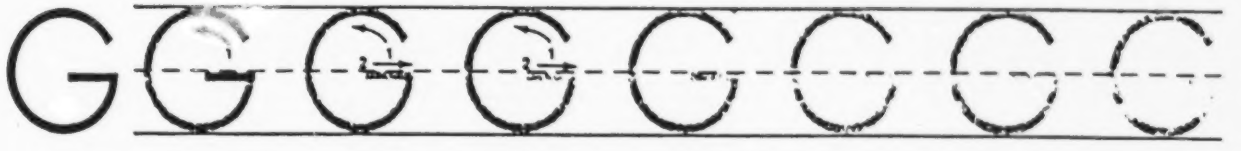
METHODOLOGY

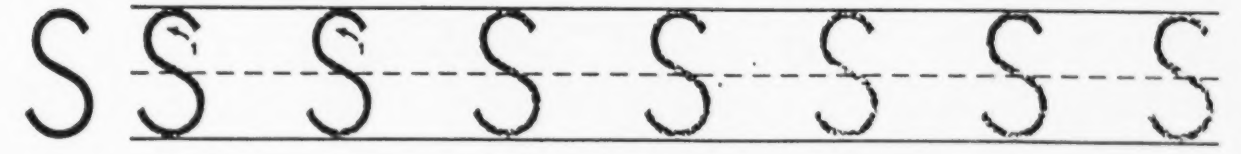
1. Review flash cards form previous lessons.
2. Go into actual hotel room and identify all objects in bedroom and bathroom. Make flash cards for items not previously covered. Have students practice identifying objects as you randomly name them.
3. Go over frequent requests such as please make my bed, may I have more pillows, towels, etc. and show students appropriate responses. Have students role play making and fulfilling requests.
4. Using handouts Trace and Trace and Copy, introduce letters O, Q, C, G, and S, upper and lower case. Have students trace and copy letters and practice saying their sounds.

TRACE.









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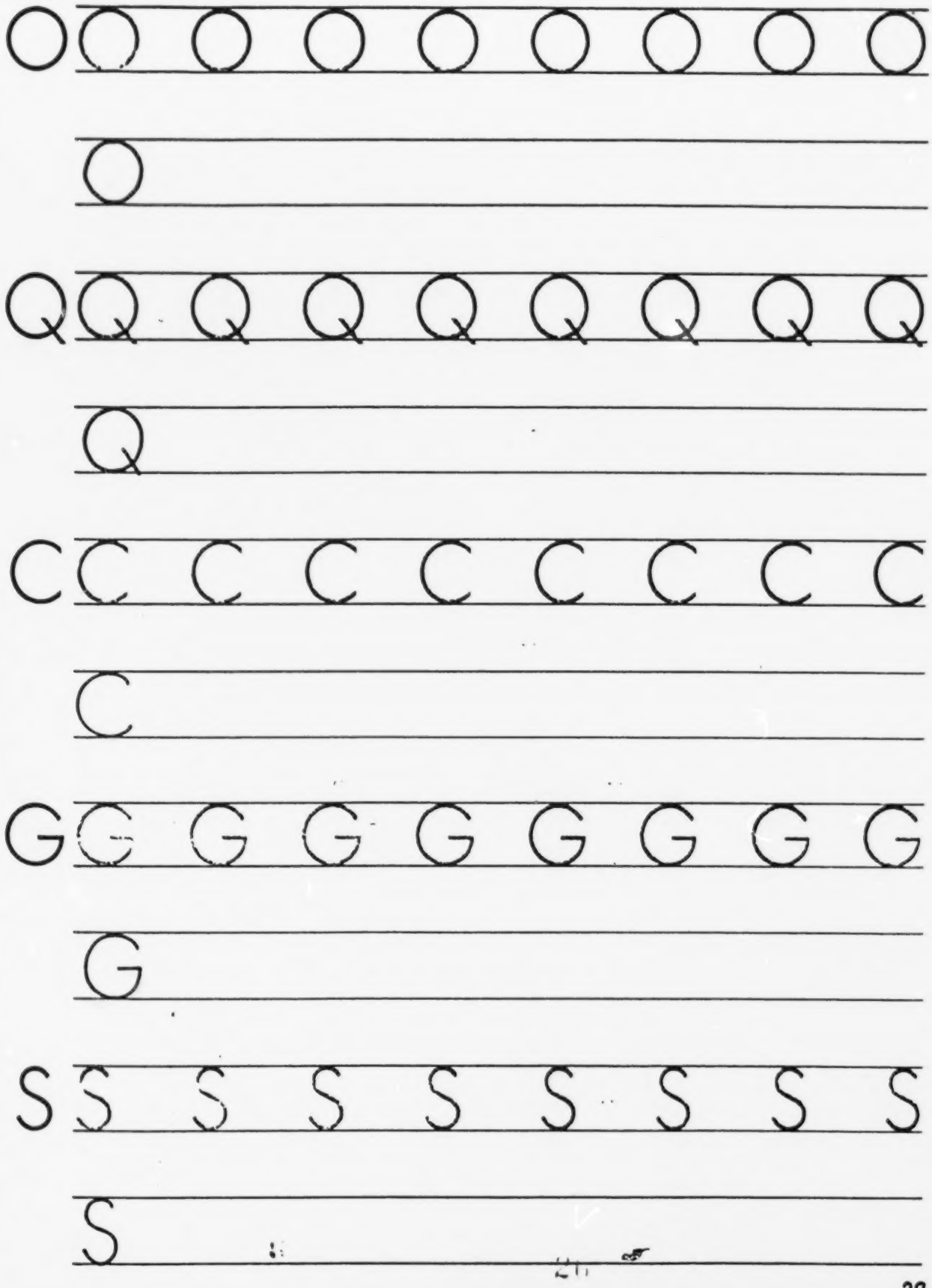

TRACE.

o o o o o o o o o

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g g g g g g g g g

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TRACE AND COPY.

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LESSON 7

OBJECTIVES

At the end of this lesson students will be able to:

- reinforce skills previously learned,
- react appropriately to a fire situation,
- apply letter sounds to beginning sounds of words,
- read and print letters U, J, D, P, B, R, upper and lower case.

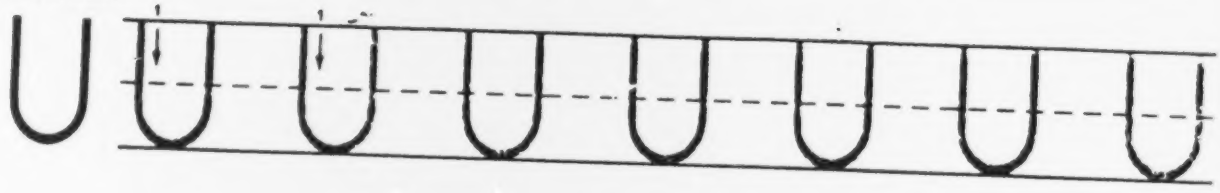
MATERIALS NEEDED

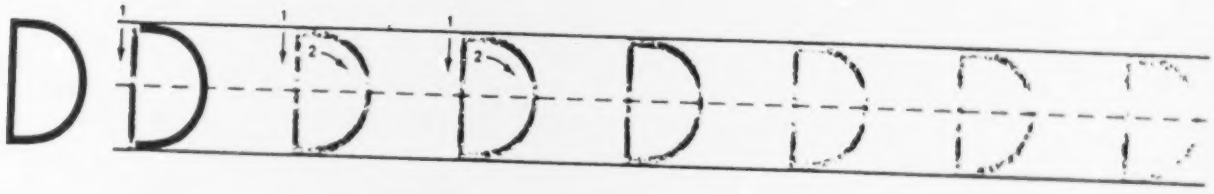
Access to a hotel room
"Spanish Picture Dictionary" by Angela Wilkes

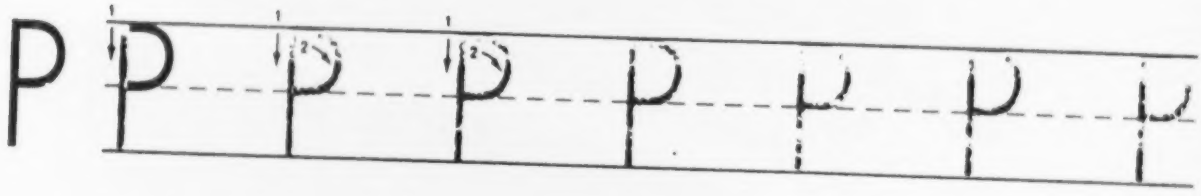
METHODOLOGY

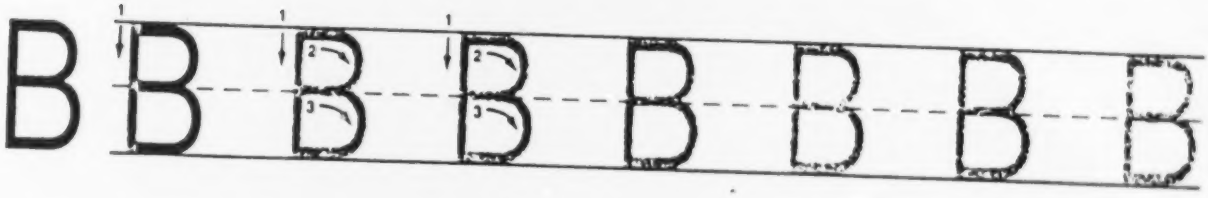
1. Using an actual hotel room, have students review vocabulary and requests previously learned.
2. Using handouts Trace, and Trace and Copy, introduce letters U, J, D, P, B, and R, upper and lower case. Have students trace and copy letters and practice saying their sounds.
3. Give each student a copy of "Spanish Picture Dictionary" letting them first look at it on their own. Open to any page and select simple words that students can repeat after you and make an easy association to their Spanish counterpart. Reinforce this new vocabulary emphasizing beginning sounds.
4. Go to pictures of fireman and fire. As per company's instructions, get students to know that they have to set off the nearest alarm and then get out of the building immediately. They are not to try to extinguish the fire. They are to knock on doors as they leave but are not to be heroes.

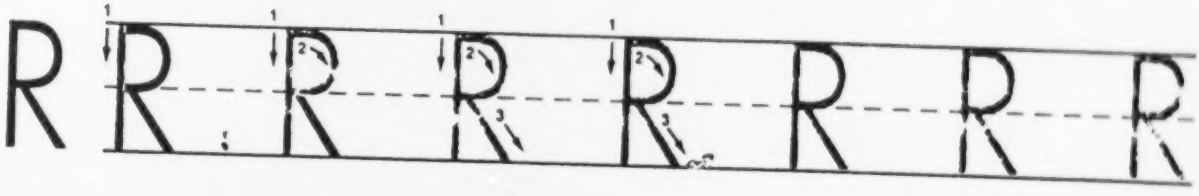
TRACE.



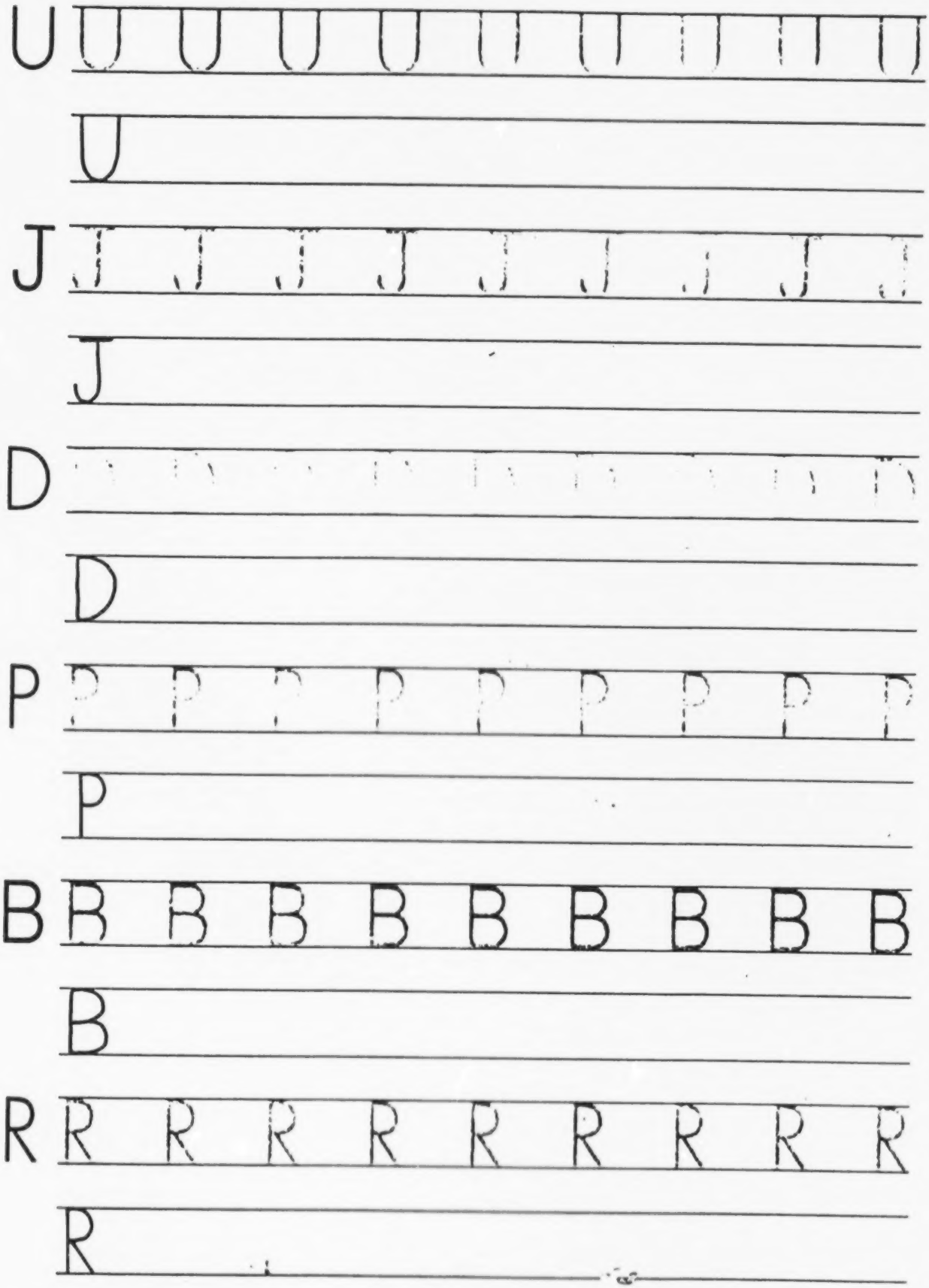








TRACE AND COPY.



31

TRACE.

u u u u u u u u u

j j j j j j j j j

d d d d

p p p p p p p p p

b b b b b b

r r r r r r r r r

TRACE AND COPY.

u u u u u u u u u u

u

j j j j j j j j j j

j

d d d d d d d d d d

d

p p p p p p p p p p

p

b b b b b b b b b b

b

r r r r r r r r r r

r

LESSON 8

OBJECTIVES

At the end of this lesson students will be able to:

- identify all items on a cleaning cart,
- be more confident with skills previously learned,
- develop vocabulary through use of picture dictionaries.

MATERIALS NEEDED

Well stocked cleaning cart
Access to hotel room
"Spanish Picture Dictionary" by Angela Wilkes

METHODOLOGY

1. Review previous lessons using a hotel room and flash cards.
2. Using copies of past alphabet handouts, point to upper case letters and have students find corresponding lower case letters and visa versa.
3. Give out copies of Trace and Copy the Alphabet handout for writing practice.
4. Go over cleaning cart identifying each product by name and function. Have students practice finding products as you randomly name them.
5. Using "Spanish Picture Dictionary" relate letters to word introducing new words as students respond and emphasizing beginning and ending sounds. Let enthusiasm dictate what is learned.

TRACE AND COPY THE ALPHABET.

Aa Aa Aa

Bb Bb Bb

Cc Cc Cc

Dd Dd Dd

Ee Ee Ee

Ff Ff Ff

Gg Gg Gg

Hh Hh Hh

Ii Ii Ii

Jj Jj Jj

Kk Kk Kk

Ll Ll Ll

Mm Mm Mm

TRACE AND COPY THE ALPHABET.

Nn Nn Nn

Oo Oo Oo

Pp Pp Pp

Qq Qq Qq

Rr Rr Rr

Ss Ss Ss

Tt Tt Tt

Uu Uu Uu

Vv Vv Vv

Ww Ww Ww

Xx Xx Xx

Yy Yy Yy

Zz Zz Zz

POST TEST

1. Greet each other as entering room, introduce yourself, ask and answer inquiry "how are you?".

2. (To be done in a hotel room) Identify the objects pointed to: bed bedspread, blanket, sheet, pillow, pillowcase, dresser, drawer, closet, hanger, television, curtains, carpet, air conditioner, picture, lamp, light bulb, night table, chair, luggage rack, mirror, shower, bathtub, faucet, towels, soap, washcloth, sink, toilet, garbage, window cleaner, facial soap, body soap, toilet paper, tissues.

3. Role play the following situations: "May I have more pillows?", "May I have more towels?", "My air conditioner doesn't work.", "Please make my bed."

4. Identify letters of the alphabet matching upper and lower cases. Have students write some letters and sign their first name and then their last.

5. Have students try to carry on a conversation regarding assessment question "have you learned what you wanted to learn in this course?".